DOCUMENT RESUME

ED 357 522 EC 302 064

AUTHOR	Vance, H. Booney, Ed.
TITLE	Best Practices in Assessment for School and Clinical Settings.
REPORT NO	ISBN-0-88422-114-8
PUB DATE	93
NOTE	555p.
AVAILABLE FROM	Clinical Psychology Publishing Company, Inc., 4 Conant Square, Brandon, VT 05733 ($49.50).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Adaptive Behavior (of Disabled); Anxiety; Attention Deficit Disorders; Behavior Problems; Child Development; Clinical Diagnosis; Computer Assisted Testing; *Diagnostic Tests; *Disabilities; *Educational Diagnosis; Educational Practices; Elementary Secondary Education; Ethnic Groups; *Handicap Identification; Hyperactivity; Infants; Informal Assessment; Intelligence Tests; Interpersonal Competence; Minority Groups; Neuropsychology; Preschool Education; Psychoeducational Methods; *Psychological Testing; *Student Evaluation; Trend Analysis; Vocational Evaluation
IDENTIFIERS	Wechsler Intelligence Scale for Children III

ABSTRACT

This book is designed to provide insight into the ways in which psychologists conduct psychoeducational assessments in a variety of settings. Each contributed chapter gives a detailed and practical discussion of a particular assessment instrument or strategy along with a detailed case study. Chapters have the following titles and authors: "Defining Best Diagnostic Practices" (David A. Sabatino and others); "Best Practices in Informal Assessment" (Ted L. Miller); "Best Practices in the Vocational Assessment of Special Needs Learners" (G. Franklin Elrod and Dennis G. Tesolowski); "Developmental Assessment: Evaluation of Infants and Preschoolers" (Koressa Kutsick Malcolm); "Ascertaining Intellectual Functioning with Binet-Type Instruments" (David A. Sabatino); "Best Practices in Computer-Assisted Assessment" (Cleborne D. Maddux and LaMont Johnson); "Neuropsychological Assessment" (Lawrence E. Melamed); "Best Uses of the WISC-III" (Donald R. Jones and Susan James); "Assessment for Effective Instruction" (Samuel A. DiGangi and Suzanne P. Faykus); "Assessment of Social Skills and Peer Relations" (Kenneth W. Merrell); "Best Practices in Assessing Academic Achievement" (Belinda Lazarus); "Best Practices in Assessing Adaptive Behavior" (MaryAnn Demchak and Sarah Drinkwater); "Psychoeducational Assessment of Racial/Ethnic Minority Children and Youth" (Margaret R. Rogers); "Assessment of Conduct Problems, Attention-Deficit Hyperactivity Disorder, and Anxiety Disorders in Children and Adolescents" (Steven K. Shapiro); "Best Practices in Preschool/Developmental Assessment" (Steven W. Lee and Annette M. Iverson); and "Future Trends in Assessment" (H. Booney Vance). References accompany each chapter. (JDD)